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ASSIGNMENT BOOKLET
SST2771 Social Studies 20-1
Module 2 Assignment

FOR STUDENT USE ONLY

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SOCIAL STUDIES 20-1

Learn  veryWare

Nationalism



Module 2 Historical National Interests

Assignment Booklet

 envision



Calgary Board of Education



EDMONTON PUBLIC SCHOOLS

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FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1	10	
Section 1: Lesson 2	10	
Section 1: Lesson 3	10	
Section 1: Lesson 4	10	
Section 1: Lesson 5	20	
Section 1: Challenge	10	
Module 2: Challenge to Take Action	10	
	80	

Teacher's Comments

Social Studies 20-1
Module 2: Historical National Interests
Assignment Booklet
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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
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MODULE 2 ASSIGNMENT BOOKLET

The assignments in this Assignment Booklet will be submitted for grading. Answer each question in the space provided.

MODULE 2: SECTION 1: LESSON 1

The Historical National Interests – World War I

10 marks

1. Create a concept map on the following page. Give your concept map a title.
2. Label the nations that were participants in World War I.
3. Which national interests caused World War I? List the national interests of each nation that led to war.

You will need this concept map to complete Lesson 4.

Scoring Criteria: Concept Map (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Concept Map	Concept map is well organized and clearly labelled.	Concept map is organized and labelled.	Concept map is organized and labelled.
	Elements of the concept map are relevant to historical national interests.	Elements of the concept map are mostly relevant to historical national interests.	Elements of the concept map are not relevant to historical national interests.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
National Interests	Concept map presents an informed understanding of the national interests of each nation and those pertinent to causing World War I.	Concept map presents some understanding of the national interests of each nation and those pertinent to causing World War I.	Concept map presents a limited understanding of the national interests of each nation and those pertinent to causing World War I.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: SECTION 1: LESSON 2

Reaction to the Treaty of Versailles

10 marks

Create a response to the application of the Treaty of Versailles on behalf of one of the nations in 1919.

- Base your response on one of the nations affected by the peace settlement.
- In your response, state whether or not the treaty is in the national interest of the nation. State two impacts on the nation you chose. Your impacts must align with the reality of the treaty conditions.
- Identify which national interests are being realized and which are being ignored (minimum of one each).
- Choose one of the following ways to respond:
 - Record a three-minute conversation in which you and a friend or family member react to the treaty. Contact your teacher for options for submitting your conversation assignment.
 - Write a formal letter (maximum of three hundred words) to the 1919 Canadian government of Robert Borden.

There is more room on the following page for your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Scoring Criteria: Reaction to the Treaty of Versailles (10 marks)


	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Concept Map	<p>The response meets all of the stated criteria:</p> <ul style="list-style-type: none"> • a letter or recorded conversation • stated impact of the treaty on the national interest of the nation • the national interests realized and ignored identified (minimum of one each) 	<p>The response meets two of the stated criteria:</p> <ul style="list-style-type: none"> • a letter or recorded conversation • stated impact of the treaty on the national interest of the nation • the national interests realized and ignored identified (minimum of one each) 	<p>The response meets one or none of the stated criteria:</p> <ul style="list-style-type: none"> • a letter or recorded conversation • stated impact of the treaty on the national interest of the nation • the national interests realized and ignored identified (minimum of one each)
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Basis of the Response	<p>The response is based on an informed understanding of the national interests and impacts reflected in the peace settlement.</p>	<p>The response is based on a partial (presents only one side) informed understanding of the national interests and impacts reflected in the peace settlement.</p>	<p>The response is based on a limited understanding of the national interests and impacts reflected in the peace settlement.</p>

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: SECTION 1: LESSON 3**Stalin and Hitler Political Cartoon****10 marks**

Reflect on your understandings of the complex web of national interests at play during the interwar period. Look at the cartoon on the following page. Create a brief dialogue between Josef Stalin and Adolf Hitler. Write the text in the corresponding bubbles.

- Include what they are actually saying to each other, along with what they are thinking to themselves in relation to their national interests.
- Use national interests to present the nature of the relationship between the nations; for example, alliances or competition.



Scoring Criteria: Stalin and Hitler Political Cartoon (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Cartoon	Cartoon reflects a great effort to add dialogue representative of most of the understandings of the national interests involved.	Cartoon reflects some effort to add dialogue representative of some of the understandings of the national interests involved.	Cartoon reflects a limited effort to add dialogue representative of the understandings of the national interests involved.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Dialogue	The dialogue is factual and accurate. It presents the full relationship between national interests and the relationship between nations.	The dialogue is factual but does not present the full relationship between national interests and the relationship between nations.	The dialogue is factual and accurate. It presents the full relationship between national interests and the relationship between nations.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: SECTION 1: LESSON 4**Discussion – How Does Ultrationalism Shape and Become the Policies and Actions of a Nation?****10 marks**

In this assignment you will be discussing whether or not certain national interests lead to ultrationalism. Contact your teacher for details about how to conduct this Discussion assignment.

Refer to the concept map created in Lesson 1. Examine the different concept maps created and shared by others. Before you begin the discussion, answer the following questions in the space provided.

1. National interests arise in order to achieve economic prosperity, maintain safety and security, and preserve the nation's values and beliefs.

- a. In your view which underlying circumstances occurring during the interwar period of 1919 to 1939 may have influenced whether or not a national interest was nationalist or ultranationalist?

- b. Predict the national interests that would lead to ultranationalism.

- c. Discuss and list or post the unique circumstances of the interwar period that may have led to ultranationalism.

2. Examine at least three different concept maps that include nations other than the ones on which you focused.

- a. Were there surprises about which nations were labelled as ultranationalist? Explain.

- b. Discuss your reactions and those of others.

3. Verify your prediction. Compare your prediction to the nations accused of ultranationalism during the interwar period: Germany, the Soviet Union, and Japan. In your view were Britain, France, the United States, and Canada innocent of ultranationalist pursuits? Explain.

[illegible]

Scoring Criteria: Discussion (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Participation	Participation in the discussion contributes substantially and sustains exploration of all of the following:	Participation in the discussion contributes to the exploration of three of the following:	Participation in the discussion contributes to the exploration of only one of the following:
	<ul style="list-style-type: none"> • which national interests have the potential of becoming extremely nationalist to the point of ultranationalism 	<ul style="list-style-type: none"> • which national interests have the potential of becoming extremely nationalist to the point of ultranationalism 	<ul style="list-style-type: none"> • which national interests have the potential of becoming extremely nationalist to the point of ultranationalism
	<ul style="list-style-type: none"> • a view on which underlying circumstances occurring during the interwar period of 1919 to 1939 may have influenced whether or not a national interest was nationalist or ultranationalist 	<ul style="list-style-type: none"> • a view on which underlying circumstances occurring during the interwar period of 1919 to 1939 may have influenced whether or not a national interest was nationalist or ultranationalist 	<ul style="list-style-type: none"> • a view on which underlying circumstances occurring during the interwar period of 1919 to 1939 may have influenced whether or not a national interest was nationalist or ultranationalist
	<ul style="list-style-type: none"> • a reaction to which nations were labelled as ultranationalist 	<ul style="list-style-type: none"> • a reaction to which nations were labelled as ultranationalist 	<ul style="list-style-type: none"> • a reaction to which nations were labelled as ultranationalist
	<ul style="list-style-type: none"> • a verification of the prediction of which nations were ultranationalist 	<ul style="list-style-type: none"> • a verification of the prediction of which nations were ultranationalist 	<ul style="list-style-type: none"> • a verification of the prediction of which nations were ultranationalist
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Quality of the Discussion	Discussion reflects the sharing of relevant ideas and a synthesis of prior and new knowledge and is respectful in the acknowledgement of other views.	Discussion reflects the sharing of ideas and some synthesis of prior and new knowledge and is sometimes respectful in the acknowledgement of other views.	Discussion lacks the sharing of relevant ideas, synthesis of prior and new knowledge, and/or respect for other views.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: SECTION 1: LESSON 5

Reflections 2

10 marks

When does national interest lead to ultranationalism?

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the “Reflections” assignment.

1. Are these actions examples of German ultranationalism positive or negative? For whom?

2. Why would you classify the events and actions presented in the video clip as ultranationalist?

3. Can you suggest what might make the following statement valid?

These actions are evidence of positive ultranationalism for the German nation.

4. Suggest why German ultranationalism led to the genocide of the Jewish people.

5. Suggest a reason that would explain how ultranationalism can cause genocide.

MODULE 2: SECTION 1: LESSON 5

How Can Ultranationalism Lead to Genocide?

10 marks

During and following the Jewish Holocaust, or Ha-Shoah in Hebrew, genocides (whether officially or unofficially acknowledged) have occurred against members of the following nations:

- Armenians (prior to World War II)
- Soviet Ukrainians
- Chinese of Nanking
- Cambodians
- Iraqi Kurds
- Bosnian Muslims
- Rwandan Tutsis
- Sudanese Christians in Darfur

1. Research one of these examples of genocide and identify how ultranationalism led to this genocide and then answer the questions that follow.

a. Whose ultranationalism led to the genocide?

[illegible]

b. What national interests shaped this ultranationalism?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Share your reflections on the Holocaust and your findings on another genocide. Depending on your learning situation, you may wish to share your ideas face to face or through communication technologies with other students or your teacher. Contact your teacher for details. Your teacher may revise aspects of this sharing of views.

Scoring Criteria: How Can Ultrationalism Lead to Genocide? (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Research	<p>Provides accurate and factual responses to the following questions:</p> <ul style="list-style-type: none"> • Whose ultrationalism led to the genocide? • What national interests shaped this ultrationalism? 	<p>Provides some factual responses to the following questions:</p> <ul style="list-style-type: none"> • Whose ultrationalism led to the genocide? • What national interests shaped this ultrationalism? 	<p>Provides limited or inaccurate responses to the following questions:</p> <ul style="list-style-type: none"> • Whose ultrationalism led to the genocide? • What national interests shaped this ultrationalism?
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Understanding of Lesson Issue	Provides informed and complex understanding that nationalism may lead to ultrationalism and result negatively in genocide in the pursuit of national interests.	Provides a basic understanding that nationalism may lead to ultrationalism and result negatively in genocide in the pursuit of national interests.	Provides a limited or confused understanding about nationalism, ultrationalism, and genocide in the pursuit of national interests.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: SECTION 1: CHALLENGE

Is Ultrationalism Possible Today?

10 marks

Review what you learned in Lesson 4 about Hitler and the rise of ultrationalism in Germany. Analyze the Gingers issue and compare the events that led to the actions against Gingers to the ultrationalism of Hitler.

1. Complete the chart on the following page. Put a title at the top of each column. Which actions did Hitler take to create an ultrationalist nation in which the genocide of Jewish people was a state policy in Germany?
 - a. In the first column, list five actions taken by Hitler. The following example lists Stalin's ultrationalist actions against Ukrainians in the Soviet Union:

Stalin

He eliminated political enemies.

He used propaganda to portray himself as the Father of Russia.

He used the media to portray the Ukrainian Kulaks as undesirable members of society.

He took away the property of the Kulaks and deported resisters to Siberia.

He purposely denied Ukrainians access to food, and millions died as a result.

- b. In the second column, create a list of five actions against Gingers, as portrayed in the readings and video clip.



2. Compare and contrast the list you created describing Hitler's ultranationalist actions and the list of actions against Gingers. Include the following information in your response:
- Can you identify an escalation in the actions?
 - Would you classify both lists as lists of ultranationalist actions?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. A sound off is a response to an issue in which an individual expresses an opinion. Create a sound off about what's happening to Gingers. Your sound off should be a maximum of three hundred words in length or three minutes in audio or video.

Contact your teacher for options for submitting your assignment. Include written work in the space provided in this Assignment Booklet.

You may choose one of the following ways to create your sound off or contact your teacher for other suggestions:

- Write an editorial to the local newspaper.
- Create a response on a social networking site in text, audio, or recorded web cam. (Ensure that you have approval to participate in a social networking site. Contact your teacher for confirmation.)
- Script or produce a call to a radio show discussing what's happening to Gingers. This could be a podcast.

Address the following questions in your sound off:

- Based on historical evidence, if the real-life discrimination against Gingers is not stopped, what is the next likely step?
- Is the rise of discrimination against Gingers any different from the rise of discrimination against the Jewish people during World War II? How?
- What is your opinion on this issue?

There is more room on the following page for your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is more room on the following page for your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Scoring Criteria: Is Ultrnationalism Possible Today? (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Sound Off	<p>Provides a well-organized and articulate sound off in one of the following formats:</p> <ul style="list-style-type: none"> • an editorial to the local newspaper • an entry for your Journal/Blog • a response on a social networking site in text, audio, or recorded web cam • a scripted or produced radio call-in 	<p>Provides a logical sound off in one of the following formats:</p> <ul style="list-style-type: none"> • an editorial to the local newspaper • an entry for your Journal/Blog • a response on a social networking site in text, audio, or recorded web cam • a scripted or produced radio call-in 	<p>Provides a limited or irrelevant sound off in one of the following formats:</p> <ul style="list-style-type: none"> • an editorial to the local newspaper • an entry for your Journal/Blog • a response on a social networking site in text, audio, or recorded web cam • a scripted or produced radio call-in
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Informed View	<p>Provides informed views to the following questions that draw from prior understandings:</p> <ul style="list-style-type: none"> • Based on historical evidence, if the real-life discrimination against Gingers is not stopped, what is the next likely step? • Is the rise of discrimination against Gingers any different from the rise of discrimination against the Jewish people during World War II? How? • What is your opinion on this issue? 	<p>Provides logical views to the following questions that draw from prior understandings:</p> <ul style="list-style-type: none"> • Based on historical evidence, if the real-life discrimination against Gingers is not stopped, what is the next likely step? • Is the rise of discrimination against Gingers any different from the rise of discrimination against the Jewish people during World War II? How? • What is your opinion on this issue? 	<p>Provides limited or uninformed views to the following questions that draw from prior understandings:</p> <ul style="list-style-type: none"> • Based on historical evidence, if the real-life discrimination against Gingers is not stopped, what is the next likely step? • Is the rise of discrimination against Gingers any different from the rise of discrimination against the Jewish people during World War II? How? • What is your opinion on this issue?

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

MODULE 2: CHALLENGE TO TAKE ACTION

Taking Action to Create Awareness of Historical National Interests

10 marks

Review the options and select the one that most challenges and interests you. Inform your teacher of your choice. Each option requires a submission of your newly gained information, your participation/experience, or your plan of action. Contact your teacher to discuss how to submit your assignment.

Informing Yourself – Research further to inform yourself about one of these historical national interests:

- Inform others of a historical national interest that was not explored in this module. You may wish to create an audio message, post a text message, or share your understandings face to face.

Include the following:

- State the historical national interest.
- Provide details on what it was, when it took place, and why it took place.
- Describe two impacts of the pursuit of this national interest.
- Investigate the national interests of a First or Second World War action (for example, conscription of men for military service, the introduction of Victory bonds, or the promotion of women in the workforce during the war years).

Engaging Yourself – Engage yourself in the national interests of individuals and groups.

Participate in an action in support of national interest. Select one of these activities or another suggested by your teacher:

- Write a friendly letter to a soldier serving in the Canadian military overseas in an area of conflict. Contact your local military base or Veterans Affairs Canada for mailing information.
- Write a letter to the editor of your local paper about Canada's economic national interests in relation to the financial issues that began in late 2008. Which national interests should Canada pursue in relation to issues such as rising unemployment?

Share details with others about your participation.

- What did you actually do?
- What response do you hope to receive?

Taking Action – Initiate an action to create awareness of the historical national interests of groups in your community.

Here are some actions that have taken place already:

- In 2008, countries that were participants in the First World War hosted the 1914–1918 Vigil program in honour of the men and women who responded to the call to war. Canadian communities participated in hosting the virtual display of the names of those who served and died. In Alberta, a big screen was set up in front of the steps of the Alberta Legislature. Visitors could view the names on the screen throughout the week of Remembrance Day.
- The impacts of ultranationalism on Japanese Canadians and Chinese Canadians have been acknowledged in Canada. In 2008, the Alberta government officially declared a memorial day to acknowledge the Ukrainian genocide, the Holodomor. Other impacts of the pursuit of ultranationalist interests during the war years can also be acknowledged (for example, the German and Italian labour camps during the First World War).

Select a group impacted in the past by ultranationalism and plan a day of awareness.

- Create a plan of action.
- List the steps you will take to raise awareness.
- Identify whom you will need to involve in this action (include acquiring permission from the group involved).
- State a reason for why you want to focus on this group.

Scoring Criteria: Challenge to Take Action (10 marks)

	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Exploration	Provides innovative action (to inform, engage, or take action) in the issues related to the historical pursuit of national interests.	Provides visible action (to inform, engage, or take action) in the issues related to the historical pursuit of national interests.	Provides limited or no action (to inform, engage, or take action) in the issues related to the historical pursuit of national interests.
	Displays all of the following understandings: <ul style="list-style-type: none"> • The pursuit of national interests is beneficial and/or risky for nations. • The pursuit of national interests may lead to ultranationalism, patriotism, and/or genocide. • The pursuit of national interests is evident in the causes of the First and Second World Wars. 	Displays two of the following understandings: <ul style="list-style-type: none"> • The pursuit of national interests is beneficial and/or risky for nations. • The pursuit of national interests may lead to ultranationalism, patriotism, and/or genocide. • The pursuit of national interests is evident in the causes of the First and Second World Wars. 	Displays one or none of the following understandings: <ul style="list-style-type: none"> • The pursuit of national interests is beneficial and/or risky for nations. • The pursuit of national interests may lead to ultranationalism, patriotism, and/or genocide. • The pursuit of national interests is evident in the causes of the First and Second World Wars.
	Exemplary Action (5)	Sufficient Action (3)	Limited Action (1)
Participation	Demonstrates a motivated interest in the issues related to the historical pursuit of national interests.	Demonstrates some interest in the issues related to the historical pursuit of national interests.	Demonstrates limited or no interest in the issues related to the historical pursuit of national interests.

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

